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ABSTRACT

As a part of the general educational needs assessment effort of PROJECT DESIGN, funded under ESEA Title III, this report describes the perceived educational needs of secondary school students in Fresno, California. Small-group discussion sessions, comprised of students from the area's secondary schools, identified specific educational needs listed in the following categories: (1) Curriculum, (2) job and career training, (3) minority group education, (4) school responsibilities, (5) development of ethical values, (6) extracurricular activities, (7) counseling and guidance, and (8) general improvements. The frequency of response for each need statement is provided along with a description of the composition of participating groups. A related document is EA 002 823. (JH)

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PROJECT Design

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS

#3

STUDENT "SPEAK-UP"

A SUB-PROJECT ASSESSING EDUCATIONAL NEEDS AS PERCEIVED BY SECONDARY STUDENTS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MAY , 1968

A TITLE III ELEMENTARY AND SECONDARY EDUCATIONAL ACT EXEMPLARY PROJECT

ADMINISTERED BY THE FRESNO CITY UNIFIED SCHOOL DISTRICT

ED038745

Project Publication No. 3

S T U D E N T "S P E A K - U P"

Other Project Publications

1. Brainstorm April 1968
2. Speak-Up May 1968

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STUDENT SPEAK-UP LEADERS

Junior Highs

Addams	Robert Lawler
Ahwahnee	David Standeford
Cooper	Carl Peterson
Fort Miller	Linden Bricker
Hamilton	John Lehr, Robert Jacobsen, Eleanor Covington
Irwin	Jay East
Kings Canyon	Salvatore Aiello
Sequoia	Betty Boos
Sierra	Mary Ann Harter
Tenaya	Loren Ebersole
Tioga	Brian Ehmke
Washington	Larry Matthews
Wawona	Marvin Awbrey
Yosemite	Donald Watson

Senior Highs

Bullard	Paul Anderson, Richard Beers, Michael Crill
Edison	William Kuhn
Fresno	William Robinson
Hoover	Richard Taylor
McLane	Doug Peterson
Roosevelt	John Woody
DeWolf	Jewell Zulim

APPRECIATION

The project staff would like to express appreciation to those whose participation made Student Speak-Up a dynamic and stimulating experience of some significance. Our particular thanks is given to the Student Speak-Up leaders whose professional interest and attitude are a credit to the Fresno City Schools.

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INTRODUCTION

The Student Speak-Up program was carried out during the month of April 1968, as a part of the continuing effort of Project Design to assess the educational needs of the Fresno City Schools.

Background

Because of the desirability of involving all possible pertinent elements in this needs assessment, Project Design initiated several sub-projects. Sub-project "Brainstorm" consisted of small group brainstorming sessions involving as near as possible all the personnel of the school district. These sessions, led by trained leaders, gave the personnel of the district the opportunity to state the needs of our schools as they saw them. Sub-project "Speak-Up" consisted of small groups of lay people throughout the community. These small groups met in an informal atmosphere in homes to discuss educational needs. A specific set of open end questions was designed to stimulate the discussion. Through the reports of these discussions it was hoped to gain an assessment of the general community feeling as to the needs of the schools. However, both of these sub-projects were adult oriented.

Schools must be student as well as adult oriented so a third sub-project "Student Speak-Up" was designed using a combination of the "Brainstorm" and "Speak-Up" processes with representative groups of junior and senior high school students. In this sub-project the same needs assessment is made, not by school personnel, not by interested adults, but by the students who live in, and respond daily to, our present school environment.

Purpose

The purpose of the Student Speak-Up sub-project was to determine what secondary students of the city felt were their educational needs. It was intended that, through the involvement of secondary students in the educational planning of their own future, a more realistic, acceptable appraisal of their needs might be attained.

Data Collection Procedure

In early April a pilot session involving one senior high school and one junior high school was completed. At a senior high school a trained Brainstorm leader led a regular unstructured Brainstorm session involving a small group of volunteer students. At a junior high school another trained Brainstorm leader used a different approach. A list of ten questions was taken from the more structured Speak-Up questionnaire and reworded to be more appropriate for student groups.

After discussion with the two Brainstorm leaders and an evaluation of the results, it was decided that either approach could be acceptable. Each school was given its choice as to method. (Refer to Appendix B)

The groups of students involved at each school varied in composition since no mandatory guidelines were established. Most schools used a unit of student government already established. Homerooms in other schools were employed. In one school the vice principal met with selected small groups of students who were not considered to be the usual "joiners" to get a more representative cross-section. In each case the type of group used was identified along with the number involved. The contacted person also had the responsibility to return the completed form to the Project Design office. There were 14 junior highs and 7 senior highs involved and responses were received and recorded from all.

Data Classification Procedure

All schools and all groups within each school chose to use the ten question semi-structured approach. As each recording form was received from the participating school, responses were grouped by project staff within categories delineated by the questions themselves.

It should be noted that many of the responses appear to be out of context; to have little to do with the question asked. The response was nevertheless tallied under the question in order to maintain the integrity of the response.

It should also be recognized that wording, tense and phrasing were occasionally adapted in order to provide a reasonable readability for the report. The staff, however, took pains to avoid changing meanings of individual responses as much as possible.

FINDINGS

FREQUENCY DISTRIBUTION OF STATED NEEDS

I. We should have more instruction in:

A. Curricular emphasis

1.	Band	1
2.	Arts and Crafts	3
3.	English (good basics)	12
4.	Drama	1
5.	History-Geography	2
6.	Current world affairs	3
7.	Speech	4
8.	Health	2
9.	Drugs, alcohol, tobacco	8
10.	Foreign language	4
11.	Family life, sex education	14
12.	Human relations (psychology)	4
13.	Grooming and dress	2
14.	Religion	4
15.	Humanities	3
16.	Homemaking (coed or boys)	4
17.	Industrial arts	7
18.	Industrial arts (girls)	2
19.	Math	7
20.	P.E. (sports)	9
21.	Swimming	2
22.	Reading (remedial)	2
23.	More crafts	1
24.	Music	3
25.	Science	7
26.	Technical vocational subjects	6
27.	Business education, typing, secretarial	9
28.	Writing	1
29.	Study skills (essay, texts, research, study habits)	8
30.	Driver education or training at lower level	1
31.	Cadets	2
32.	8th period study hall for all	1
33.	Study hall elective	2
34.	Comparative cultures	1
35.	Political science	1
36.	Chemistry	1

B. Other needs in curriculum:

1.	Student government	5
2.	Broader curriculum	12
3.	Discussion of controversial subjects	1
4.	Separate college prep. and vocational students	1
5.	More classrooms	1
6.	More interschool curricular activities	6
7.	Freedom for more office hours with teacher	1

8.	Voluntary seminars	1
9.	Relate subject to future understanding	1
10.	Uncensored updated texts	10
11.	School sponsored T.V.	1
12.	Smaller schools	1
13.	More materials	2

II. We should have less instruction in:

1.	Music	1
2.	English	11
3.	Grammar	1
4.	Literature (Shakespeare)	1
5.	Spelling	2
6.	Government	1
7.	Geography	3
8.	History	2
9.	Early ancient history	1
10.	Health (lecture form)	1
11.	College requirements	1
12.	Foreign language	4
13.	Drugs, tobacco, alcohol	2
14.	Moral values	1
15.	Homemaking	1
16.	Metal	1
17.	Wood	1
18.	Math	3
19.	Required courses	11
20.	Higher math	2
21.	Modern math	1
22.	Physical Education	16
23.	Compulsory Physical Education	2
24.	Vocabulary	1
25.	Science	7
26.	Biology	3
27.	Military science	1
28.	Art	1
29.	Linquistics	1

III. Training for job and careers can best be done by:

1.	Vocational training classes	21
2.	Field trips	10
3.	Career studies and movies	9
4.	Vocational school	3
5.	School-work experience	22
6.	Library materials	1
7.	Use of specialists in field	7
8.	Group discussion	2
9.	Use of equipment in business classes	1

10.	Turn Edison into a vocational school	1
11.	Teaching how to look for and secure jobs	1
12.	Teachers-counselors who provide more information about careers	1

IV. In helping minority groups the school:

A. Should:

1.	Encourage integration	6
2.	Integrate all school activities	2
3.	Require minority groups to complete on own merits	2
4.	Have more vocational rather than college prep	8
5.	Understand and respect problems of minority	3
6.	Use better ability grouping	1
7.	Have surroundings like home surroundings	1
8.	Give same treatment for all students and staff	9
9.	Provide transportation for all students	3
10.	Provide smaller classes	2
11.	Have courses in minority group cultures, history	6
12.	Set up interracial-interschool clubs	5
13.	Emphasize basic English	1
14.	Improve parent counseling	1
15.	Eliminate prejudice in early elementary	1
16.	Expand work study program	2
17.	Have more variety of classes	2
18.	Have discussion of problems of minorities	3
19.	Help to prepare and provide more jobs	2
20.	Provide field trips to other side of town	1
21.	Bus students to Edison	1
22.	Hire staff which is sensitive to needs of students	1
23.	Set up more scholarships	2
24.	Change environment	1
25.	Establish interracial council	1
26.	Have life adjustment classes	1
27.	Have financial subsidies for needy students	1
28.	Increase sports	1
29.	Have more retraining	1
30.	Provide more help in classroom	1
31.	Not stereotype	1

B. Should not:

1.	Force integration	1
2.	Take minority group students from their own district	1
3.	Do anything (let minority group help selves)	3
4.	Allow military solicitation at schools	1
5.	Have traditions	1

V. The best things about our schools are:

A. Personnel

1.	Good teachers	5
2.	Faculty-student cooperation	2
3.	Faculty-interest in students	4
4.	Good student-faculty communication	1

B. Curriculum

1.	Free education	2
2.	Free libraries	3
3.	Flexible teaching	1
4.	Newspaper	2
5.	Humanities courses	1
6.	I. P. S. Science	1
7.	Open labs	1
8.	Shops	1
9.	Cadet program	1
10.	Science department	1
11.	Interesting courses	6
12.	Job training	1
13.	Midterm notices for all students	1
14.	Tracking or lane(ing)	2
15.	Lunch period	1
16.	Electives	1

C. Plant facilities

1.	Cleanliness	3
2.	Snack bar - breaks	2
3.	Lunches	2
4.	Resource centers for homework	1
5.	Open enrollment	1
6.	Large size	1
7.	Physical Education facilities	1

D. Other

1.	Coeducation	1
2.	Social and athletic programs	3
3.	Democratic approach	1
4.	School spirit	2
5.	Traditional activities	4
6.	Interscholastic sports	6
7.	Social exchange between students	5
8.	Encouragement of academic and social independence	1
9.	Opportunity for student leadership	2
10.	Extracurricular activities	8
11.	Modular schedule	1
12.	Tax base other than property	1
13.	Reduce interclass friction	1
14.	Training for citizenship	1
15.	Social and athletic programs	3

VI. The most important things that need to be done by the schools are:

A. Reorganization

1.	No district limitation	1
2.	Non-graded classrooms	2
3.	Reorganize schools 6-3-3 plan	1
4.	Community school plants	1
5.	Size, time, length of class to fit subject area	3
6.	College type scheduling	2
7.	Spend entire day in one subject area	1
8.	Extend test schedules	1
9.	Integrate 11-12th grade into college level	2
10.	Integrate adult and regular school	2
11.	Quarter system	4
12.	School contribute to community advancement	1
13.	Students purchase books	1
14.	Transfer policy referred to student government	1
15.	Administrator work with student government on a student problem	1
16.	Semester breaks	1
17.	Year around school with periodic month break	1
18.	Night classes	1
19.	More holidays-school go further into summer	2
20.	More grouping	1
21.	Summer school camps	1
22.	Eliminate double sessions	1

B. Methods

1.	More individual attention and instruction	3
2.	Concern with learning not covering book material	1
3.	Emphasis on thinking process in lower elementary	1
4.	Less homework (more class work)	6
5.	Horseshoe-circular seating	1
6.	Fewer class lectures	1
7.	More at students own speed	1
8.	More formal discussions	1
9.	Improved methods	1
10.	More chance to learn (no suppressing natural abilities)	1
11.	Utilize outside speakers	2
12.	Uniform tests in all classes	1
13.	Study time during school	1
14.	Teacher have more choice in book selection	1
15.	Utilize forums	1
16.	Students able to choose teachers and challenge classes	2
17.	No student teachers	1
18.	More and better equipment, methods of learning	1
19.	More educational films	1
20.	More time for individual, independent study	3
21.	Provide more tutors	1
22.	Flexible scheduling of classes	1

23. Use more imagination in methods and curriculum 1
24. To teach good citizenship, cooperation, respect of rights of others 1
25. To provide experiences in job skills and public speaking 1
26. Stress college preparatory courses 1

C. Supervision

1. More discipline 8
2. Leave discipline to students or monitors 3
3. Discipline consistant with offense 2
4. Separate school from outside discipline 1
5. Give students more responsibility 2
6. Suspervised free study time 4
7. Positive emphasis on detention 1
8. Remove discipline problems from classrooms 1

D. Motivation

1. Use students as teachers aids 3
2. Tutoring available throughout the day 1
3. Supervised free study time 4
4. A change in attitude of teachers 1

E. Grading

1. More flexibility in grading 1
2. One basic grading system 1
3. Grade on effort 1
4. Pass or fail grade 3
5. Less emphasis on grades 4
6. No citizenship grade 1
7. Grades counted for P.E. 1
8. More praise, rewards for good students 2
9. More supervision and evaluation of teachers 1
10. Grade on progress rather than class placement 1

F. Plant needs

1. Air conditioning 6
2. Video tape machines 1
3. Efficient room darkening for movies 1
4. Auditoriums on each campus 2
5. Underground parking 1
6. Full length lockers 1
7. Gym for all schools 2
8. Libraries open nights and weekends 1
9. Build new, remodel, make more flexible schools 4

VII. The schools should help us develop ethical values by:

A. Methods

1. "Conduct code" of, by, for students 3
2. Set higher goals 1

3.	Speakers	2
4.	Discussion groups	3
5.	Role playing situations	1
6.	Start training in lower grades	1
7.	Give students credit for good values	1
8.	Democratic atmosphere in classroom	1
9.	Classes, books on "why criminals", sex, ethics, more topical questions	7
10.	Parent-school communication	4
11.	Learn by experience	1
12.	Smoking room in schools	1
13.	Psychology in the school (counselors available)	1
14.	Suspension as a means of discipline	1
15.	Better examples set by teachers	2
16.	Eliminate trouble making students	1
17.	Stronger discipline in classroom	1
18.	Teach about rights, responsibilities, laws, constitution	1
19.	Provide more experienced counselors	1

VIII. School activities should include:

A. Extracurricular

1. Social activities

a.	Dances	16
b.	Clubs	10
c.	School projects	2
d.	Fun days	1
e.	Service groups open to 7th graders	3
f.	More assemblies to show student talent	3
g.	Rallies	5
h.	Pep groups in junior highs	2
i.	Inter-school student exchanges	6
j.	Better rainy day activities	6
k.	More activities	7
l.	More participation in politics by students	1
m.	Other school visitations	3
n.	Open attendance at student council meetings	1
o.	Create more student interest	1
p.	Student council on school time	1
q.	Dress-up days	1
r.	Leadership camps	1
s.	Recreational movies	1
t.	Student discussions on student problems	2

2. Sports

a.	More sports	1
b.	Girls' league	1
c.	G.A.A.	1
d.	More intramural sports	1
e.	More pride in schools	1
f.	More night sports	1

3. Recreation

a.	Lunch time activities	1
b.	PX open after school	1
c.	9th grade patio	1
d.	After school and evening facilities	3
e.	Food at activities	1
f.	Vending machines on campus	1
g.	Longer lunch hours	3
h.	Longer break periods during day	4
i.	Afternoon breaks	1

IX. Counselors should help students by:

A. Staffing

1.	Better trained	5
2.	More full time	4
3.	Summer school counseling	1
4.	Young with young ideas	3
5.	Assigned by students major interest	1
6.	Assigned to all junior highs	1
7.	More teacher counselors	2
8.	Selected by students	1
9.	Woman counselor for girls problems	1

B. Responsibility

1.	Keep from involvement in discipline	2
2.	Keep information confidential	1
3.	Help with home problems	1
4.	Encourage more student responsibility	1
5.	Inspire trust and confidence	1
6.	School assume family role	1
7.	Leave responsibility to home	2
8.	Don't shift deans problems to student court	1
9.	Acquaintance with all students before a specific need arises	1

C. Methods

1.	Be frank	1
2.	Help provide possible solutions	1
3.	Listen - encourage student to speak freely	2
4.	Practice what they preach	1
5.	Understand and represent students point of view	2
6.	Refrain from scare tactics	1
7.	Present facts not decisions	2
8.	Provide rapid, simple, class transfers	1
9.	Treat students as adults	7
10.	Give concrete examples of points of discussion	1
11.	Give good advice and be available	9
12.	Show by example, not preaching	10

13.	No emphasis on ethical values	1
14.	Guidance through school government	1
15.	Treat student as an individual not a number	2
16.	Aid in career planning	9
17.	More time with seniors	1
18.	Spend more time with students	1
19.	Separating discipline from counseling	1

X. We would like school a lot better if:

A. Plant improvement

1.	Indoor gyms	2
2.	Better shower facilities	2
3.	Swimming pool	4
4.	Diversified school design	1
5.	No lockers	1
6.	More lockers	1
7.	Full length lockers	1
8.	Free telephones for students	1
9.	Get rid of desks	1
10.	Sleep or rest areas	1
11.	Carpeting	1
12.	Music piped in rooms	2
13.	Less like prisons	1
14.	Grounds like parks	1
15.	Rooms more colorful	2
16.	No bells	2
17.	Better location of schools	1
18.	Classes meet off campus	2
19.	Snack bars in rooms	1

B. Staff improvement

1.	Cater to needs of students attending	2
2.	More stimulating teachers	12
3.	Teachers with self-control (emotional)	2
4.	Profession more lucrative	1
5.	Less conformity in dress of teachers	2
6.	Refrain from sarcasm	1
7.	Teacher with student empathy	3
8.	Young teachers with young ideas	2
9.	Better inservice training for teachers	2
10.	Teacher to be more imaginative in approach	1

C. Scheduling improvement

1.	Grade orientation assemblies	2
2.	Smaller class size	1
3.	More dances, assemblies, student activities	1
4.	Shorter periods	2
5.	Longer periods	1
6.	Shorter day	2
7.	Longer school day	1

8.	Shorter school year	1
9.	Smaller classes	3
10.	More breaks during school year (after finals)	1
11.	Time alloted for praying	1

D. Methods

1.	Less pressure on students	5
2.	Relaxed atmosphere in classroom	2
3.	More emphasis on instruction not grades	1
4.	More stimulating classes	2
5.	Give class assignments a week in advance	1
6.	Prepare for life after high school	2
7.	No homework	1
8.	Less emphasis on class attendance	4
9.	Exchange students in junior high	1
10.	Freedom of dress	5
11.	Students have more voice in decison making	1
12.	Student voice in class planning	1
13.	More contact with home to stress importance of doing homework	1
14.	Better orientation as to course descriptions prior to registration	1

E. Miscellaneous

1.	More interesting books in library	2
2.	More privileges	1
3.	Students given information on coming events	1
4.	Transportation to and from school	4
5.	Use corridor bulletin board for school calendar	1
6.	Set up grivance committee	1
7.	No closed campus	8
8.	Eliminate visitation permits	1
9.	Keep students off streets	1
10.	No registration of cars	1
11.	Keep cops off campus	1
12.	More helpings of food during lunch	1
13.	Better lunches	6
14.	A la carte menu	2
15.	No flag salute	1
16.	Coed lunch lines	1
17.	More extensive health check-ups	1
18.	Full time nurse on duty	2

MAJOR FINDINGS

Listed below are those need statements in the complete Frequency Distribution of Stated Needs which were expressed by ten or more student groups. The reference to the appropriate source in the Frequency Distribution is shown in parenthesis. Note that items were restated as sentences to increase readability of these major findings.

1.	Training for job and careers can best be done by vocational training classes (III. 1.)	21
2.	Training for job and careers can best be done by school work experience (III. 5.)	22
3.	We should have less instruction in Physical Education (II. 22.)	16
4.	School social activities should include dances (VIII. A. 1. a.)	16
5.	We should have more instruction in family life, sex education (I. A. 11.)	14
6.	We should have more instruction in English (good basics) (I. A. 3.)	12
7.	We should have a broader curriculum (I. B. 2.)	12
8.	We would like school a lot better if we had more stimulating teachers (X. B. 2.)	12
9.	We should have less instruction in English (II. 2.)	11
10.	We should have less instruction in required courses (II.19.)	11
11.	Another need in curriculum is uncensored updated texts (I. B. 10.)	10
12.	Training for job and careers can best be done by field trips (III. 2.)	10
13.	School activities should include more clubs (VIII. A. 1. b.)	10
14.	Counselors should help students by "showing by example, not preaching" (IX. C. 12.)	10

CONCLUSIONS

Evaluation of Process

A primary purpose of the Student Speak-Up project was to allow the "customers" in education, the students, to express their feelings. The project did accomplish this. It could well be that the information gleaned could have been more significant statistically if a more structured process had been employed, if specific scientifically sampled groups, were employed, or if a questionnaire were used. The staff felt, however, that spontaneity and an enthusiasm which had in part grown out of the parallel "Brainstorm" sessions being conducted with their teachers would have been lost had such strictures been placed on the process.

Major Findings lists all stated needs which appeared 10 or more times. It must be recognized, however, that interpretation and weighting of needs in terms of number of occurrences is open to question since the format, group size, organization structure of the meeting, and type of leadership varied considerably from school to school. The data collection process also did involve some judgement in terms of placement of items by category.

The items listed, however, may be helpful in terms of specific ideas presented, general trends of student thought and general areas of student concern.

Dissemination and Use of Findings

School staff groups naturally expressed interest in seeing the findings of "Student" Speak-Up. Therefore the limited number of copies we were able to produce were made available to staff groups at each school and each district service department. Copies were forwarded at the same time to the Board of Education, superintendent and cabinet, each childrens center, the Project Advisory Committee, specialists in the Needs Assessment Task Force, the news media, the public libraries, the School of Education at Fresno State College, the U. S. Office of Education and the California State Department of Education.

The primary value from "Student" Speak-Up findings will be derived by members of the Project Advisory Committee, the Needs Assessment Task Force, the project staff, and the Phase II Task Force which will be developing and analyzing potential solution models for the identified needs.

APPENDIX A

COMPOSITION OF STUDENT SPEAK-UP

Groups by Participating Schools

School	Type of Group	Number Involved
Addams Junior High	Entire 8th grade	74
Ahwahnee	Student Council	30
Cooper	Homerooms (Entire student body)	726
Fort Miller	Student Council	65
Hamilton	Student Council	60
Irwin		
Kings Canyon	Student Council & Cabinet	30
Sequoia	Student Council	15
Sierra	Student Council	50
Tenaya	Student Group	35
Tioga	Student Cabinet	15
Washington	Student Council	30
Wawona	Student Council	28
Yosemite	Student Government	45
Bullard Senior High	Student Government (Officers and volunteers)	30
Edison	Homerooms (Entire student body)	1,025
Fresno	Student Council	75
Hoover	Student Cabinet Congress	50
McLane	Executive Council	20
Roosevelt	Preselected Representative Group	13
DeWolf Continuation High School	Student Council	27
	TOTAL	2,443

PROJECT Design

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS

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California 93721 Phone 486-1401

March 20, 1968

During a recent telephone conversation with our staff, the possibility of having a group meeting with students at your school was discussed. This group meeting was to be composed of a representative section of the student body, in most cases the student council. In some cases other groups were suggested as being more representative and it is our feeling that any representative group would prove satisfactory as long as its composition is clearly identified.

The purpose of these group meetings, as was the purpose of the brainstorming sessions held for the employees of the district, is to assess our educational needs. In getting responses from your students please stress that their learning needs are what you are after. Try to steer their focus away from solutions to our problems, which will be the purpose of PROJECT DESIGN next year.

The mechanics in handling the list of enclosed questions are very flexible and can be adjusted to individual school situations. In some cases, the boxed general question might be used exclusively while in others the ten more specific questions might prove more productive. The following suggestions might prove helpful:

1. Be sure each student understands the questions being discussed. It might prove beneficial to run-off copies for all participants.

2. Stress the importance of student involvement in planning for their own educational needs.

3. List all ideas on the blackboard (student help might be used here).

4. Try to summarize responses for easier recording.

5. Don't allow criticism, but encourage all suggestions regardless of feasibility.

6. Transfer the blackboard responses to the enclosed recording form, with school identified and send to PROJECT DESIGN via school mail.

We look forward to receiving your report with any comments you have. Call if you have questions. Thank you for your valued assistance.

Cordially yours,

Ed Hawkins

ED HAWKINS
Project Director

IM:pb

APPENDIX B - INTRODUCTORY LETTER TO STUDENT ACTIVITY DIRECTORS

STUDENT NEEDS ASSESSMENT

What do you as students need that your present education does not provide?

1. We should have more instruction in:

2. We should have less instruction in:

3. Training for jobs and careers can best be done by:

4. In helping minority groups the schools should:

5. The best things about our schools are:

6. The most important things that need to be done by the schools are:

7. The schools should help us develop ethical values by:

8. School activities should include:

9. Counselors should help students by:

10. We would like school a lot better if:

STUDENT BRAINSTORM REPORT

SCHOOL_____ LEADER_____

DATE_____ Type of Group_____ No. in Group_____

Please summarize the reaction of the group to those areas discussed and send through school mail to the PROJECT DESIGN office.

What do you as students need that your present education does not provide?

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3. Training for jobs and careers can best be done by:

4. In helping minority groups the schools should:

5. The best things about our schools are:

6. The most important things that need to be done by the schools are:

7. The school should help us develop ethical values by:

8. School activities should include:

9. Counselors should help students by:

10. We would like school a lot better if: